

Féidearthachtaí as Cuimse
Infinite Possibilities

Building MultiStories

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Let's Try Something...

**Write down the authors/creators
of three things you have read, listened
to or watched recently...**

- Books
- Articles
- Movies
- TV Shows
- Podcasts



Do you know their...

- Gender
- Nationality
- Race
- Age

Take a few minutes and look it up.

And now let's do a diversity check on what we
(you) consume.

“If your citations aren’t diverse and inclusive enough, chances are, you’re missing some valuable perspectives. Chances are, you’ll learn something new and it will resonate with you.”

(Bali, M. (2018) ‘Inclusive Citation: How Diverse Are Your References?’, The Chronicle of Higher Education Blogs: ProfHacker, 22 February. Available at: <https://blog.mahabali.me/writing/inclusive-citation-how-diverse-are-your-references/>)

Any comments?



How we set up the pilot module

Embedded library 'training' into a 3rd year Business module, *Diversity in the Workplace*

- *Basic library info – different types of sources, access routes, signposting to training materials*
- *Search Strategies*
- *Critical Literacy*
- *Annotated bibliographies*
- *Referencing*

Assessment

- Multiple Choice Quiz – Moodle
- Individual 'Information Literacy' Assignment – skills assessment
- Group Assignment
 - Pre-determined diverse groups
 - Recommend resources for your reading list and the library collection, and explain why – critical analysis
 - Individual reflection



Supported by Collections

- Two campus collections of books & eBooks covering topics such as neurodiversity, gender, race, intellectual & physical disability
- Started by librarians, continued by **Patron Driven Acquisitions**
- Allocate % budget to Inclusive & Diversity collection
- [LibGuide](#) – Examples of resources

STEVE SILBERMAN

FOREWORD BY
OLIVER
SACKS

The Samuel
Johnson
Prize for
Non-Fiction
2015
All the Best Stories are True

WINNER

NEUROTRIBES

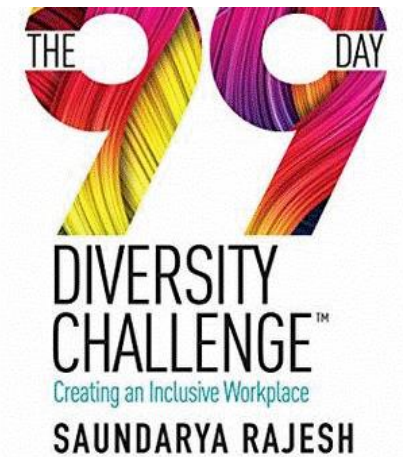
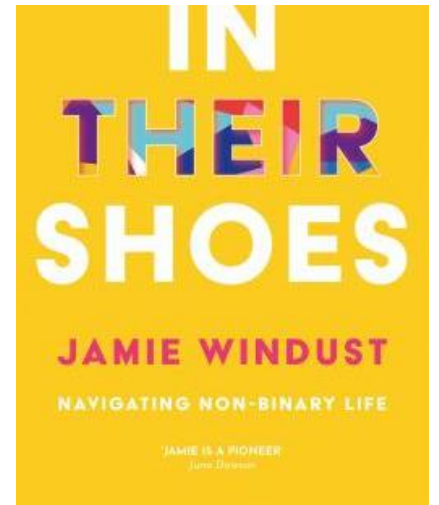
THE LEGACY OF

AUTISM

AND HOW TO THINK SMARTER

ABOUT PEOPLE WHO

THINK DIFFERENTLY





Meeting the students where they're at ...

- Introducing the project and the assignments with a 'social justice' angle – not skills for skill's sake.
- It's okay to use non-academic sources to be inclusive of different voices.
- Using non-text sources.
- How to use Google 'well' (let's be honest about where we go for information!)

What our students thought.

Hearing someone's story who is different from how you look, you realise that we are just all humans and want to be treated the same regardless of how different we are. This is something that a lot of people need to hear and that's what I got from this [assignment].

I am proud of being part of diverse projects like this one, and I will present my learnings to an employer as being open-minded and belonging to a generation that accepts everyone, from everywhere.

People who decide to only talk to similar people don't know what they are missing in terms of openness and self-education.

...it allows students from a less diverse background like myself, a chance to experience what it actually is like to work as part of such a team. It will benefit students when they go into the workplace as many are now becoming more diverse. Another reason why I would recommend it is that it allows students to research different cultures. It also benefits as it makes students use correct and credible sources.

What are we doing now?

2 campuses, 3 modules, 3 lecturers, 3 librarians.

- Business, Social Care, Community & Youth Development

Student reading groups

- Voluntary
- Safe Spaces to Brave Spaces

PDA model for collections continues

The framework

BUILDING MULTISTORIES

A Framework to Diversify the
Curriculum in Higher Education



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Go raibh maith agat
Thank You

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